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AUTHOR Smith, Jeff E.
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ABSTRACT

An evaluation report from a national conference on desegregation in higher education is presented. The conference was held in Raleigh, North Carolina, July 18-20, 1979, under the auspices of North Carolina Central University. Conference sponsors were the ERIC Clearinghouse on Higher Education, Educational Testing Service, the North Carolina Humanities Committee, the School of Education at The University of North Carolina at Chapel Hill, and the Institute on Desegregation. It was designed to provide opportunities for individuals involved in developing and implementing desegregation policies to participate in and react to general and concurrent sessions dealing with the impact of desegregation policies in higher education on students, staff, faculty, individual institutions, statewide systems of education, and society. The conference was also organized to give researchers an opportunity to share the major findings and implications of their research with those who develop or implement desegregation policies at state and institutional levels. Information is presented on the following: demographic characteristics of conference participants; distribution of and response to evaluation forms; background of respondents, including agency and organization affiliation, residence, sex, and race, and highest level of educational attainment. Information is also presented on participant response concerning conference promotion and publicity, conference dates, conference length, conference program content and quality, and overall reaction of respondents to the conference. Samples of both positive and negative reactions from individual participants are included. Suggestions for future conferences are included. (SW)

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THE NATIONAL CONFERENCE ON DESEGREGATION IN HIGHER EDUCATION

AN EVALUATION REPORT

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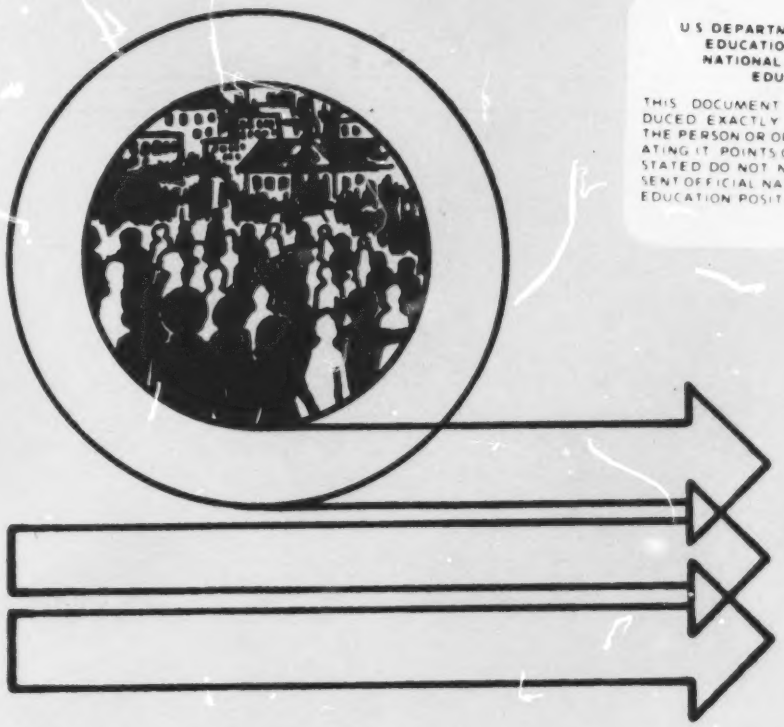

INSTITUTE ON DESEGREGATION
NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA 27707

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THE NATIONAL CONFERENCE ON DESEGREGATION IN HIGHER EDUCATION

AN EVALUATION REPORT

by

Jeff E. Smith
Director
Institute on Desegregation
North Carolina Central University
Durham, North Carolina 27707

The first national conference of its kind on desegregation in higher education was conducted under the auspices of the Institute on Desegregation at North Carolina Central University at Sheraton-Crabtree Motor Inn in Raleigh, North Carolina, July 18-20, 1979. The conference was designed to provide opportunities for individuals involved in developing and implementing desegregation policies to participate in and react to general and concurrent sessions dealing with the impact of desegregation policies in higher education on students, staff, faculty, individual institutions, statewide systems of education, and society. The conference was also organized to give researchers an opportunity to share the major findings and implications of their research with those who develop or implement desegregation policies at state and institutional levels.

The conference was initiated and planned by participants of the inter-institutional research group and coordinated by the Director of the Institute on Desegregation. The conference sponsors were ERIC Clearinghouse on Higher Education, Educational Testing Service (ETS), the North Carolina Humanities Committee (NCHC), the School of Education at The University of North Carolina at Chapel Hill, and the Institute on Desegregation. Support was also provided by The American College Testing (ACT) Program, ERIC

Clearinghouse on Urban Education and the Institute for Urban and Minority Education at Columbia University, the Learning Resources Center, the Office for Research, Evaluation and Planning, and the Alumni Affairs Office at North Carolina Central University.

I. Demographic Characteristics of Conference Participants

A total of 153 participants registered for the conference. Of these, 100 were male and 53 were female. While 89 of the attendees were from North Carolina, 61 were from 18 other states and the District of Columbia. Out-of-state participants by states were as follows: Alabama, one; Connecticut, one; Colorado, one; District of Columbia, seven; Florida, seven; Georgia, six; Illinois, one; Iowa, two; Maryland, three; Massachusetts, one; Michigan, one; New Jersey, four; New York, two; Ohio, one; Pennsylvania, four; South Carolina, six; Tennessee, four; Texas, four; and Virginia, five.

The conference participants represented a wide variety or range of professions, occupations, fields of specialization, areas, positions, and levels of educational attainment. One hundred five, or 69 percent, of the participants were affiliated in various capacities with post-secondary education. (See roster of conference participants in Appendix B.)

Thirty-three, or 22 percent, of the conference participants represented both public and private national, regional and state agencies and organizations. Among those represented were The American College Testing (ACT) Program (nationally and regionally), Educational Testing Service (ETS), the Office for Civil Rights (OCR) of the United States Department of Health, Education and Welfare (HEW), the National Center for Education Statistics of the United States Department of Health, Education and Welfare, the College Entrance Examination Board (CEEB), ERIC Clearinghouse on Higher

Education, the National Association for the Advancement of Colored People (NAACP), the Southern Education Foundation, the State University System of Florida, The State Council of Higher Education for Virginia, the State University and Community College System of Tennessee, the University of The State of New York and the State Education Department, the General Administration of The University of North Carolina, the North Carolina State Department of Community Colleges, the Pennsylvania State Department of Education, the North Carolina State Department of Public Instruction, the Office of the Lieutenant Governor of Texas, and the Office of the Governor of North Carolina.

The other 16, or 10 percent, of the conference participants included six attorneys, two retirees, and eight other persons for whom no position titles or agency/organizational affiliations were obtained during or since conference registration.

II. Distribution of and Response to Evaluation Forms

Evaluation forms were mailed to 150 of the 153 registered conference participants. The other three participants registered but did not give their addresses.

The response to the evaluation of the conference by participants surpassed expectations. A total of 111, or 74 percent, completed and returned the evaluation forms. The other 39, or 26 percent, did not return the questionnaires.

III. Background Information about Respondents

To provide background information about the conference participants who completed and returned evaluation questionnaires, data relative to their agency and organization affiliation, state residence, sex, race, and highest level of educational attainment are presented.

A. Agency and Organization Affiliation

It is obvious from the foregoing description of the conference participants that the majority of the respondents represented higher education. Of the 111 participants who returned evaluation questionnaires, 95, or 86 percent, were affiliated with higher education: 72, or 65 percent, with public and 14, or 13 percent, with private post-secondary institutions. Eighty-two, or 74 percent, indicated that they were from four-year colleges and universities, as compared with five, or five percent, who indicated that they were from two-year institutions.

B. Residence, Sex, and Race

The conference participants who responded were from 17 states and the District of Columbia: 69, or 62 percent, out-of-state; and 42, or 38 percent, in-state.

The conference respondents were composed of 74, or 67 percent, males and 37, or 33 percent, females.

In terms of racial or ethnic groups, the responding participants fell into three categories: black, 63, or 57 percent; white, 47, or 42 percent; and Indian, one, or one percent.

C. Highest Level of Educational Attainment

The largest group of participants consisted of individuals with terminal degrees. Fifty-five, or 50 percent, held doctorate degrees; 33, or 30 percent, master's degrees; 12, or 11 percent, bachelor's degrees; and seven, or six percent, law degrees.

IV. Conference Promotion, Publicity, Dates, and Length

The conference was widely promoted and publicized from January through July 18, 1979 in the news media, by announcements, invitations, letters, and brochures, as well as other sources. As shown below by the

responses of the majority of the respondents, the conference was publicized far enough in advance for interested persons to plan and attend on the scheduled dates.

A. Conference Promotion and Publicity

Thirty-four, or 31 percent, of the respondents learned about the conference from announcements in THE CHRONICLE OF HIGHER EDUCATION; 22, or 20 percent, from Institute on Desegregation announcements and invitations; 18, or 16 percent, from published conference brochures; 15, or 14 percent, from word of mouth; and 21, or 19 percent, from other sources.

Other sources from which participants learned about the conference were the EDUCATIONAL RESEARCHER, published by the American Educational Research Association; the RRS MEETINGS EXCHANGE, a listing of national and regional meetings published by the National Center for Research in Vocational Education at Ohio State University; the Eastern Educational Research Association Newsletter; the NCAIR announcement by mail; announcements (flyers) distributed at annual meetings of the Association for Institutional Research in San Diego, the Eastern Educational Research Association in South Carolina, and the National Conference on Higher Education in Billings, Montana; the American Association for Higher Education and the Association for the Study of Higher Education in Washington; ERIC Clearinghouse on Higher Education; invited participants; members of the inter-institutional research group; the management of the American College Testing Program; sponsors of the conference; announcements in daily and weekly newspapers such as the DURHAM MORNING HERALD, THE DURHAM SUN, THE NEWS AND OBSERVER, and THE CAROLINA TIMES; and local radio station announcements. It is clear from the responses that many participants learned about the conference from more than one source.

In responding to the question as to whether the conference was publicized far enough in advance, 91, or 82 percent, of the respondents said, "yes," as compared with 10, or nine percent, who said, "no."

Forty-two, or 38 percent, of the responding participants indicated that the conference publicity was "very" effective, but 54, or 49 percent, indicated that it was "somewhat" effective.

F. Conference Dates

The conference dates were satisfactory to 104, or 94 percent, of the participants who responded and unsatisfactory to only three.

C. Conference Length

A total of 99, or 89 percent, of the 111 responding participants agreed that the length of the conference was satisfactory.

Seven participants thought that the conference should have been held from less to more than two and one-half days. Their opinions on the length of the conference, in terms of days, are summarized as follows: two days only, at least two full days for the same program, two to two and one-half days, a minimum of three days, three or four days, or four full days.

V. Conference Program Content and Quality

The conference was divided into seven general and 13 concurrent sessions. Only the special session, entitled "Utilizing Information Resources" by ERIC Clearinghouse on Higher Education, was repeated. Since many of the participants attended only one general or concurrent session, it was necessary to include each session by theme or title in the evaluation. In fact, it was impossible for a participant to attend more than three of the 13 concurrent sessions.

A. General Sessions

The first two general sessions featured keynote speeches; the third,

a panel; the fourth, an open discussion with two discussion leaders and a guest moderator; the fifth and sixth, panels; and the seventh, a keynote speech.

Table I contains the ratings of the general sessions in order of program sequence by number and percent of respondents who attended each session. For example, Table I shows that the largest number of respondents attended Session I on "The Impact of Desegregation on Higher Education." Of the 85 responding conferees who attended this session, 48 percent rated it "excellent;" 42 percent, "good;" and 10 percent, "fair." Table I also shows that Session IV on "The Impact of Desegregation Policy on Society" was the highest rated general session. Of the 76 respondents who attended this session, 66 percent rated it "excellent;" 24 percent, "good;" seven percent, "fair;" and three percent, "poor."

Sessions V, VI, and VII on the last half day of the conference had to be shortened. None of the program panelists and speakers had enough time to complete their presentations and for questions, reactions, and discussions from the audience. Table I shows that Session VII dealing with "The Impact of Supreme Court Decisions on the Desegregation of Statewide Systems of Higher Education" had the lowest attendance. This was because the session started after the scheduled closing time (12:00 noon) for the conference. Some participants had to leave earlier than others in order to make airplane flights. Others had to check out of hotels by 1:00 p. m. While the shortened sessions did not allow enough time for all the topics of focus, the responses of participants indicate that proceeding to present the main substance of each topic was more productive or effective than not doing so.

B. Concurrent Sessions

There were three sets of concurrent group sessions. The first set contained two speeches and four group discussions. The second set, five

TABLE I

EVALUATION OF THE GENERAL CONFERENCE SESSIONS BY NUMBER AND PERCENT OF PARTICIPANTS WHO RESPONDED TO THE QUESTIONNAIRE

General Sessions by Theme or Topic	Ratings by Number and Percent of Participants Responding										
	Excellent		Good		Fair		Poor		Very Poor		Total Responses
	N	%	N	%	N	%	N	%	N	%	
Session I - Speech: "The Impact of Desegregation on Higher Education"	41	48	36	42	8	10	0	0	0	0	85
Session II - Speech: "The Impact of Current Desegregation Policy on Students"	29	38	39	51	8	11	0	0	0	0	76
Session III: Panel: "The Impact of Current Desegregation Policy on Individual Institutions"	20	31	33	51	11	17	1	1	0	0	65
Session IV - An Open Discussion: "The Impact of Desegregation Policy on Society"	50	66	18	24	5	7	3	3	0	0	76
Session V - Panel: "The Management of Desegregation: A Case Study of Florida A. and M. and Florida State Universities"	41	61	24	36	2	3	0	0	0	0	67
Session VI - Panel: "The Planning of the Merger of Two Public Higher Education Institutions: A Case Study of Tennessee State University and The University of Tennessee at Nashville"	31	48	28	43	5	8	1	1	0	0	65
Session VII - Speech: "The Impact of Supreme Court Decisions on the Desegregation of Statewide Systems of Higher Education"	22	39	22	39	8	14	3	5	1	2	56

group discussions; and the third set, three presentations of contributed papers related to various issues that impact desegregation policy in higher education.

Table II contains the ratings of the three sets of concurrent conference sessions by the number and percent of respondents who attended each session. For example, Table II shows that 17, or 43 percent, of the 40 respondents who attended the Group III session, entitled "A Data-Driven Retention Model for Improving the Persistence Rate of Minorities in Predominantly White Institutions," rated it "excellent;" 15, or 38 percent, "good;" seven, or 17 percent, "fair;" and one, or two percent, "poor." Table II also shows that none of the respondents who attended the Group II discussion on "Faculty and Staff Recruitment, Promotion, Tenure, and Retirement" and the Group III discussion on "Accountability, Performance and Outcome: The Wave of the Future," rated these two sessions "excellent."

C. Overall Evaluation of Conference Program

The analysis of the total responses from participants who attended the seven general sessions reveals that more of the respondents rated the general sessions "excellent" than rated them "good." In terms of percentages of ratings, 48 percent rated the general sessions "excellent;" 41 percent, "good;" 10 percent, "fair;" and less than one percent, "poor." The analysis of the combined responses from participants who attended the 13 concurrent sessions shows that less respondents rated these sessions "excellent." On the basis of percentages of ratings, 22 percent rated the concurrent sessions "excellent;" 47 percent, "good;" 28 percent, "fair;" and three percent "poor." Only two concurrent sessions were rated "very poor," each by only one respondent.

In general, the conference was rated from "good" to "excellent" by an

TABLE II

EVALUATION OF THE CONCURRENT SESSIONS BY NUMBER AND PERCENT OF PARTICIPANTS WHO RESPONDED TO THE QUESTIONNAIRE

Concurrent Sessions by Group Theme or Topic	Ratings by Number and Percent of Participants Responding										Total Responses
	Excellent		Good		Fair		Poor		Very Poor		
	N	%	N	%	N	%	N	%	N	%	
Set I											
Group I - Speeches:											
"The Role of the Educational Testing Service (ETS) Office for Minority Education"	4	17	11	48	8	35	0	0	0	0	23
"Enrollment Characteristics at Historically Black Colleges"	8	35	11	48	3	13	1	4	0	0	23
Group II - Discussion: "Student Motivation, Achievement, Retention, and Attrition"	15	38	14	36	8	21	2	5	0	0	39
Group III - Discussion: "A Data-Driven Retention Model for Improving the Persistence Rate of Minorities in Predominantly White Institutions"	17	43	15	38	7	17	1	2	0	0	40
Group IV - Discussion: "Student Attitudes and Perceptions of Campus Environments"	3	20	9	60	3	20	0	0	0	0	15
Special Session - Discussion: "Utilizing Information Resources" (Repeated)	3	17	7	39	8	44	0	0	0	0	18

TABLE II (Continued)

Current Sessions by Group Theme or Topic	Ratings by Number and Percent of Participants Responding										
	Excellent		Good		Fair		Poor		Very Poor		Total Responses
	N	%	N	%	N	%	N	%	N	%	
Set II											
Group I - Discussion: "Research and the Admissions Process: A Key Element in Institutional Policymaking"	4	22	7	39	5	28	2	11	0	0	18
Group II - Discussion: "Faculty and Staff Recruitment, Promotion, Tenure, and Retirement"	0	0	13	46	12	43	2	7	1	4	28
Group III - Discussion: "Accountability, Performance and Outcome: The Wave of the Future"	1	6	7	41	7	41	1	6	1	6	17
Group IV - Discussion: "Predictive Research and the Use of Its Results at Individual Institutions"	0	0	10	63	5	31	1	6	0	0	16
Set III											
Presentation of Contributed Papers:											
Group I - "Historical/Philosophical /Legal Perspective"	5	17	19	63	6	20	0	0	0	0	30
Group II - "Survey and Interview Research"	1	5	11	50	10	45	0	0	0	0	22
Group III - "Programs and Models"	5	31	8	50	3	19	0	0	0	0	16

overwhelming majority of the respondents. Forty-three, or 39 percent, rated the conference, "excellent;" 54, or 49 percent, "good;" four, or four percent, "fair;" and one, or one percent, "poor."

D. Overall Reactions of Respondents to the Conference

More important or interesting perhaps than the ratings of the general sessions, concurrent sessions, and the conference in general are the reactions of the respondents to the conference. Samples of both positive and negative reactions from individual conferees are quoted below.

1. The conference was the first conference I have attended which dealt with the area of desegregation in higher education. I am pleased to have participated in it. I found it both informative and professionally rewarding. It is regretable that Friday morning sessions were not allotted a greater amount of time, as I found them most fascinating and useful. My compliments to you, Jeff, and to the several others responsible for developing and implementing the conference, for a job well done.

2. The conference was a real inspiration. I enjoyed being a program participant. Especially valuable was the opportunity to meet the people who are responsible for the on-going work of the conference in the Research Triangle area.

3. Overall, a good conference. I met many fine people, made new friends, and was impressed by organizers and participants.

4. Overall, a good job. Excellent choice of speakers and topics. The food and service at hotel could have been improved--(i.e., cold food at meals, etc.)

5. Enjoyed the conference immensely, was unable to attend all sessions because I received information about the conference late.

6. I am happy I attended the conference. I found it to be very informative. The conditions and problems that black schools encounter just to remain open in a so-called democratic society is an unpleasant thought.

7. I thoroughly enjoyed the enlightenment on desegregation that the conference offered.

8. I thoroughly enjoyed every facet of the conference.

9. I regret having to miss a majority of the conference due to class schedule; however, the sessions I attended were good.

10. The conference was great!

11. I liked the way issues were identified and placed within historical, social, legal, political, economical, and philosophical contexts. Also, I singled out Dr. Goodrich's data-based model for retaining university students as being desirable and practical.

12. I appreciated the opportunity to hear the black perspective on desegregation issues in higher education and gained many new insights and understanding. I do believe, however, that there is another valid side of the coin which should have been presented to gain a better overall view of the total issue. Some white administrators and faculty should have presented position papers!

13. The conference was both interesting and edifying. The presenters raised many important areas of concern in a stimulating and challenging manner. The focus of attention was primarily of educational issues in the State of North Carolina.

14. Simply put, the conference was outstanding! The wealth of persons and ideas presented during the two days of meetings was a major accomplishment and certainly should have had a significant impact upon the participants. I feel fortunate to have been able to attend.

15. You are to be commended for the excellent conference on desegregation. The quality of presentations was excellent.

16. Congratulations again on the very successful carrying out of the first Institute on Desegregation National Conference.

17. It was a pleasure working with and your colleagues. The program you put together was one of the finest that we have had the pleasure to participate in. [It] received the most immediate [news media] coverage. Your leadership, under especially trying personal situations, was very instrumental in the success of this conference. I hope . . . . I may have the pleasure of working with you again sometime in the near future.

18. As a newcomer to the South and Southern Education, the conference really helped me get a better perspective on traditionally black colleges and their role.

19. The conference, on a whole and especially the general sessions, pointed out very effectively several major obstacles to desegregation.

20. Conference was excellent and I learned a great deal. I felt that the perspectives represented were somewhat narrow. There was not really a debate on the impact of desegregation. This is an issue that prompts sharp differences of professional opinion. Also, there was little quantitative data represented in speeches; they were based mostly on emotion and personal perspectives.

21. Unfortunately, the people who really need this information, and who are in policymaking positions, as usual, did not attend [the conference].

22. Jeff, I had the feeling that the meeting should have been billed "A National Black Conference on Desegregation." This is not a criticism; it merely points up [my] feeling that most of the "right' people were not there and not represented. By "right," I mean folks . . . involved in the movement (lawyers, federal officials, staff officials, etc), folks who need to be reached.

23. The conference was too limited in geographical and institutional scope. While the discussions from various university systems were informative, they too were not truly representative of many of the real issues that we face in desegregation of higher education or the impact that it has had on traditionally black institutions (TBI), predominantly white institutions (PWI), or predominantly black institutions (PBI)--(PBI to mean those institutions that were historically black but are now highly integrated). For example, the conference did not focus on the differences evolved between TBI and PWI in facilitating administrative decisions and the impact that desegregation has had on a need for both groups to be sensitive to this variance of the other. Such subtle but important issues should be brought forward as an exercise in education for both groups.

24. My initial impression is that the conference was well organized and informative. If given the opportunity, I would attend again and I hope that the future harbors similar opportunities for persons in the education process to reassemble for the purpose of continuing the assessment of the many critical issues embraced by the conference theme. The issues of program articulation between predominantly black and predominantly white institutions, the future of predominantly black institutions, the capacity of each category of institutions to successfully address the total educational needs of minority students within their respective campus environment are only a few of the questions, which, in my opinion, warrant close and continued scrutiny. My experience as a student in predominantly black undergraduate and professional schools, my employment experience in traditionally white northern institutions and the available data speak clearly, in my opinion, to the question of which academic opportunity structure provides the greatest growth and learning experience for the greatest number of black students who see higher education as a significant component in the structuring of their futures. Yet it was stated repeatedly at the conference that over fifty percent of the black students involved in higher education are enrolled in predominantly white institutions. This fact alone, when viewed in light of the ramifications posed by such enrollment patterns, raises many unanswered questions regarding the future success and survival of large segments of our black student population, as well as the future success and survival of many predominantly black institutions. I believe that there will always be a North Carolina

Central University, a Howard University, a Central State University, and a West Virginia State College. Finally, I do not believe that the issues which are central to my thinking on this matter are issues which black educators enjoy the luxury of viewing and/or responding to in an abstract academic fashion.

25. It would appear, that since the public schools have gone through desegregation with varying degrees of success, that higher education would utilize resource people from the more successful desegregation operations and profit from their experience. To make the same mistakes all over again would not seem to be in the best interests of the young people we serve. To reinvent the wheel seems to be an exercise in futility. There was almost no representation from the secondary [school] sector.

26. The quality of program sessions and attitudes of participants were excellent.

27. Because I attended the conference to provide a particular kind of technical assistance, my comments won't be as relevant as those of your colleagues. I did find the conference a personally enlightening experience, and I'm glad I had a chance to attend.

28. The conference evaluation form should have been filled out at the conference. It's too easy to forget certain sessions. Some people drink Sanka!

29. Good evaluation form, Jeff. I had some difficulty rating panels--some speakers were excellent, some good, some fair.

30. It's amazing that there was so little political input or involvement in the conference.

31. The North Carolina response to desegregation in higher education was agonizing for answers amid an anxious and attentive audience at the conference.

32. I would like to have seen some attention given to the federal and state policymakers' views on current and future policy in the area of desegregation in higher education and on the problems <u>they</u> perceive in <u>implementing</u> that policy.

33. I think that the real conflicts between desegregation and the preservation of traditionally black colleges were not engaged. More work on the outcome of desegregation for students would have been useful to me--something on research problems and needs.

34. One of the most striking things to me was to hear the strong, often negative feelings expressed about desegregation, particularly by persons from predominantly black campuses.

35. Most of the program sessions overlooked some of the subtle problems faced by those trying to achieve desegregation in a

predominantly white college--especially in a non-southern area which already has it's "token minorities." We need to develop a truly harmonious, co-existing campus atmosphere rather than just trying to get some blacks in for the sake of "desegregation numbers."

36. Andrew Goodrich's "Data-Driven Retention Model for Improving the Persistence Rate of Minority in Predominantly White Institutions" is applicable for all students who have specified academic needs in difficult courses.

37. I found the "case study" sessions the last day to be the most fascinating and informative.

38. This [the conference] was a good size--not too large or too small.

39. Conferences can help to change attitudes only if they can attract people who are not already committed to desegregation.

40. The conference agenda was overloaded. There was a lack of time for real professional interaction or exchange. A fixed setting with a captive audience for information dumping instead of discussion won't change attitudes.

E. Reactions to the Effectiveness of the Conference

To determine the opinions of the respondents about the effectiveness of the conference, they were asked to respond to six questions. Table III lists these questions and the number and percent of responses to each question.

While Table III shows that from 67, or 67 percent, to 82, or 81 percent, of the respondents felt (1) that the conference sessions they attended were relevant to their professional needs; (2) that they learned new information that would be useful to them professionally; (3) that they benefitted professionally from attending the conference; (4) that conferences similar to this one were beneficial to other professionals in their field; and (5) that the conference contributed to a better understanding of the problems, issues, and policies relating to desegregation in higher education; it also shows (6) that only 34, or 36 percent, of the conference participants who responded believed that conferences similar to this one would help change attitudes

TABLE III

REACTIONS OF RESPONDENTS TO THE CONFERENCE
BY NUMBER AND PERCENT

Questions	Number and Percent of Responses by Ratings						
	Yes		Somewhat		Not at All		Total Responses
	N	%	N	%	N	%	
38. Were the conference sessions you attended relevant to your professional needs?	70	68	30	29	3	3	103
39. Did you learn any new information that will be useful to you professionally?	78	75	24	23	2	2	104
40. Did you benefit professionally from attending the conference?	71	70	26	26	4	4	101
41. Do you think conferences similar to this one are beneficial to other professionals in your field?	82	81	18	18	1	1	101
42. Do you believe that conferences similar to this one will help to change attitudes about desegregation problems, issues, and policies in higher education?	34	36	53	56	8	8	95
43. Do you think this conference contributed to a better understanding of the problems, issues, and policies relating to desegregation in higher education?	67	67	32	32	1	1	100

about desegregation problems, issues, and policies in higher education. For example, Table III indicates that 53, or 56 percent, of the 95 conferees who responded were only "somewhat" sure in their belief.

In responding to Question 42 (Table III) about change of attitudes toward desegregation problems, issues, and policies in higher education, these six comments were written in by participants: "Not sure;" "Perhaps;" "Yes, if those supporting segregation could be advised to come;" "Not certain those attending need attitudes changed;" "Maybe policies (but not attitudes);" and "I have doubts." One conferee wrote, "I am not of the opinion that the participants at the conference left with attitudes and opinions on these issues that were materially adjusted. If this is true, then it could be construed as a compliment to the balanced nature of the presenters and . . . participants." In commenting on the change of attitudes, one lamented, "State authorities who resist integration can make the differences irrespective of conferences." Another conferee, who was very specific, declared, "The attitudes of the predominantly black institutions toward white faculty and white administrators must be brought out and understood." Continuing, he added, "Finally, these issues and many like them should be discussed on a regional basis because different geographical districts present different problems."

Since all participants did not attend the seven general sessions and no participant could attend more than three of the three sets of concurrent sessions, they were asked, "Would you like to receive a copy of the published conference proceedings?" In reply, 98, or 96 percent, of the 102 respondents said, "yes," as compared with four, or four percent, who said, "no." It may be of interest to add that approximately 300 requests have been received from both conference participants and non-participants for

copies of the published proceedings.

F. Ratings of Conference Structure, Coordination, and Facilities

To determine how the conference participants felt about the program structure, coordination, and facilities, the respondents were asked to rate the conference in terms of conference (1) program design and format, (2) reigstration procedures, (3) coordination, (4) staff assistance, (5) hotel facilities, and (6) transportation to and from the airport.

Table IV lists the six questionnaire items and shows the number and percent of ratings by the respondents of each item. For example, in rating the quality of the conference program structure in terms of design and format, 41, or 41 percent, of the 99 respondents rate it "excellent;" 45, or 45 percent, "good;" and 12, or 12 percent, "fair." Only one conferee rated it "poor."

The conference registration procedures were rated by 96 participants. Table IV shows that 38, or 40 percent, rated the registration procedures "excellent;" 47, or 49 percent, "good;" 10, or 10 percent, "fair;" and one, or one percent, "poor."

Ninety-four responding participants rated the conference coordination. Of these, Table IV reveals that 47, or 50 percent, rated the conference coordination "excellent;" 37, or 39 percent, "good;" six, or six percent, "fair;" and four, or four percent, "poor."

Of the 91 conferees who rated conference staff assistance, Table IV shows that 39, or 43 percent, rated it "excellent;" 44, or 48 percent, good;" seven, or eight percent, "fair;" and only one, or one percent, "poor."

Hotel facilities for the conference were rated by 95 participants. Table IV indicates that 43, or 45 percent, rated the hotel facilities "excellent;" 40, or 42 percent, "good;" six, or six percent, "fair;" and six,

TABLE IV

RATINGS OF CONFERENCE STRUCTURE, COORDINATION, AND FACILITIES
BY NUMBER AND PERCENT OF RESPONDENTS

Description of Items Rated	Ratings by Number and Percent of Participants Responding										
	Excellent		Good		Fair		Poor		Very Poor		Total Responses
	N	%	N	%	N	%	N	%	N	%	
Conference Program Design and Format	41	41	45	45	12	12	1	1	0	0	99
Registration Procedures	38	40	47	49	10	10	1	1	0	0	96
Conference Coordination	47	50	37	39	6	6	4	4	0	0	94
Conference Staff Assistance	39	43	44	48	7	8	1	1	0	0	91
Hotel Facilities for Conference	43	45	40	42	6	6	6	6	0	0	95
Transportation to and from Airport	13	29	25	56	2	4	4	9	1	2	45

or six percent, "poor."

Since approximately half of the conference participants lived within commuting distance of the conference site, the question relative to transportation to and from the airport was not applicable to them. Of the 45 participants who responded, Table IV shows that 13, or 29 percent, rated transportation to and from the airport "excellent;" 25, or 56 percent, "good;" two, or four percent, "fair;" four, or nine percent, "poor;" and one, or two percent, "very poor." One respondent also added, "Raleigh needs to improve its airport ground transportation (limousine service, especially)."

VI. Suggestions for Next Conference

To improve the next conference in terms of the interests and needs of participants, the respondents were asked to respond to two questions: "What suggestions would you make to improve the next conference?" "What topics would you suggest for inclusion on the next conference program?"

A. Suggestions for Improving the Next Conference

A total of 48 respondents made suggestions to improve the next conference. Their suggestions were as follows:

1. I suggest more lead time for publicity.
2. Starting on time.
3. Allow more free time within the daily schedule.
4. Better time table. Keep presentations on schedule.
5. Plan ample time for attendees to meet with key presenters.
6. Either allow some recreational time or more discussion time.
7. Longer lead time and additional outside support should get additional numbers and more of the white leaders in the community of Southern Higher Education to attend. More people, [especially] more of those in leadership positions would help produce more movement on the issues.

8. Extend the number of days for the next conference and reduce the hours spent in the sessions.

9. If the agenda is going to be as lengthy as the past conference, the next conference should commence on Tuesday or Wednesday and run through the entire succeeding Friday.

10. Reduce the number of conference sessions or expand to a third full day to allow some sessions to be repeated.

11. Try to make the second day of the next conference shorter so that participants will not be burned out on the last day.

12. Schedule the concurrent sessions of the next conference in a manner so that attendees may have an opportunity to attend all sessions.

13. In planning for future conferences, agencies . . . . should be accorded less presentation time in order for contributors of topical papers to play a more central role.

14. Such undertakings [conferences] should be more frequent. However, try to reduce the number of sessions to allow for the inevitable delays. Also participants need a few minutes of time alone to allow for informal get-together.

15. Consider another location. The food was not good at the Sheraton [-Crabtree Motor Inn].

16. Larger facilities so that all participants will be convenient to the conference site.

17. Separate the speeches from the meals and participants could get cheaper meals. Travel funds are tight.

18. Have individual sessions repeated so that more than one [concurrent] session may be attended by conferees.

19. Place a greater emphasis on the practical, actual processes of desegregation.

20. I would suggest that subsequent Institute on Desegregation conferences be held on a biennial basis. Among other reasons, I favor a biennial schedule is to give more ample lead-time in preparing for the next conference.

21. Need more opportunities for focused but informal interaction.

22. Need more precise information--less posturing and vanity speeches, less "hand winging," more action ideas, less historical interpretation, more research.

23. I believe that the subsequent conference might take on an even greater significance were it to broaden its scope to include more national issues.

24. A possible format for the next conference might be (a) a general session on the obstacles to desegregation from the previous conference along with its proceedings and (b) several workshops on ways to resolve these obstacles.

25. In general, I was very satisfied and have no major recommendations to offer for the next conference.

26. Encourage more faculty members from various campuses to attend so that they will become more aware of issues, problems, and policies on desegregation.

27. In my opinion, more elected officials should have the opportunity to interact with the people and dilemmas in higher education.

28. Get Judge Pratt, NAFEO, HEW, NAACP, and LDF involved in the next conference.

29. Future conferences should attempt to attract high-level federal officials as keynote speakers for general sessions.

30. Have sessions which involve (a) members of the State [N. C.] Board of Higher Education, (b) state legislators who serve on higher education committees of the House and the Senate, and (c) college-university chancellors and presidents with problems.

31. A black chancellor or president of a predominantly white college/university would add a dimension to the next conference if such an official can be encouraged to be a participant and to speak candidly of his/her experience.

32. Secondary educators need to attend the next conference so that they will be able to more effectively counsel black students on the options open to them in higher education and their probable chances of success. There is a need to reduce the number of students who enroll in "revolving-door programs" and to send our better students where they will succeed.

33. I would suggest that additional efforts be undertaken to give the next conference a more visible philosophical direction. Perhaps the campus of a traditionally black institution would be a better host facility. Stated more directly, I believe that the next conference should be structured to afford the traditional black colleges an opportunity to put their position forward and to say the things they have to say regarding their role in shaping the future of higher education in America in full recognition of the missions they have successfully performed over the years. In some important ways, students might perform an important workshop leadership role.

34. There is a need for a conference to impart a distinct philosophical perspective. In order to accomplish this, it will probably prove necessary to adjust the sponsorship of the next conference.

35. The organization and administration for conducting conference sessions should be strengthened.

36. Have a truly regional conference.

37. Since students seem to be affected by desegregation policies more than other persons in higher education, perhaps the next conference should be held during the academic year so that undergraduate and more graduate students may attend and express their opinions about existing desegregation policies, problems, and issues.

38. In programming the next conference, include sessions for participation by secondary-school guidance counselors, principals, and superintendents.

39. In planning the next conference, allow more time for attendees to question, react to, and discuss the topics of each session with presenters from the audience and during intermissions.

40. Hold the next conference in conjunction with the Division of Continuing Education Center at North Carolina State University in Raleigh.

41. Have more secretaries at registration tables to assist participants in registering more promptly.

42. Have a secretary available to assist presenters with preparing duplicate copies of presentations for distribution to attendees.

43. Have an extra typewriter and portable copier or duplicator available for use by program presenters.

44. Ask program participants to bring duplicate copies of their presentations for distribution to attendees.

45. In preparing the identification tags for the next conference, include each participant's title, agency or institution, city, and state.

46. If possible, have a roster of registered participants for distribution.

47. If meals are provided in conjunction with general sessions of the next conference, devise a system to ensure that only participants who pay for meals are served. Do not have the cash bar and dinner in the same room.

48. Schedule a tour of the Research Triangle Park for out-of-state participants of the next conference. In addition to seeing the facilities in the Research Triangle Park, some participants would like to see The University of North Carolina at Chapel Hill, Duke University, North Carolina Central University, other local institutions, and points of interest.

The ratings, comments, and reactions of respondents may also be useful to the planners of the next conference.

B. Suggested Topics: Questions, Problems, and Issues for the Next Conference

While some of the respondents suggested general and specific concerns, others chose to propose general and specific topics, questions, problems, or issues. Summarized below are the topics, questions, problems, and issues suggested by the responding conferees for inclusion on the next conference program.

1. Continue with the same topics and categories--updated, of course.
2. I would like repeat conference sessions.
3. A follow-up study or report on the Tennessee State University-University of Tennessee at Nashville merger.
4. Although I found that most of the sessions were informative, a topic on problems of the private institutions on the next conference program would be greatly appreciated.
5. It may be helpful to have a panel of some controversial topics; e.g., implications of Bakke or reverse discrimination suits. Also, I'd like to see HEW/OCR representatives participate.
6. Some useful workshops I would propose for inclusion on the conference program are ones like "Ways to Accomplish the Goals of Education," "How to Be Committed to Desegregation," "How to Make Changes in Standardized Tests and Their Uses," and "Ways to Create Sensitivity to Desegregation." I think a conference with workshops of this type would transform the discussions and disclosures of this first conference into vital actions and implementations.
7. Discussion of the UNC/HEW controversy. An OCR staff member to discuss HEW's perception of the UNC desegregation case.
8. More topics with legislative impact; after all, most of the decisions are made in the legislature.
9. States vs. Federal Government: Desegregation Roles.
10. The Political Ramifications of Desegregation in Higher Education.
11. The Political, Economic and Social Context for Desegregation.
12. More views from the judicial system.

13. An analysis and assessment of the views and positions of the NAACP, SCLC, NAFEO, HEW/OCR, UNC, and the Supreme Court on the most effective ways to completely desegregate higher education institutions.

14. Adams vs. Richardson Issue.

15. The Basic Conflicts Inherent in the Adams Criteria: Ways to Eliminate Them.

16. Current National Crises and Undesegregated Higher Education.

17. Who have benefited most by desegregation, whites or blacks?

18. Ways to establish a real dialogue with the white power structure in each state to the end that the movement can be gotten off the basis of an adversary relationship and gotten on the basis of cooperation to the extent that desegregation or integration in higher education is possible.

19. Topics dealing with ways to ease the tension on campuses with black and white faculty.

20. The Role and Input of Black Staff/Faculty at Predominantly White Institutions and White Staff/Faculty at Predominantly Black Institutions in Making Decisions.

21. The Role of Black and White Faculty in Easing the Desegregation Process.

22. Faculty/Staff Attitudes, Promotion, and Tenure.

23. Attitudes Toward Desegregation: Attitudes of Faculty, Students, and Others.

24. More emphasis on retention of students.

25. Topics which address themselves to retention of students (black at predominantly white institutions and white at predominantly black) at newly or minimally desegregated colleges.

26. More on retention or minorities programs and services that work.

27. More on success rates of minority students enrolled at majority institutions--admission, retention, and graduation.

28. A program geared to whites who want to succeed in assisting black students in predominantly white courses with emphasis on attitudes and perceptions of each group.

29. Black Faculty and Administrators: The Struggle for Survival on the Predominantly White College Campus.

30. The Advantages of Whites Attending and Working at Minority Higher Education Institutions.

31. How has desegregation impacted the operational procedures of administrators at traditional colleges and universities?

32. In what areas of concentration are minority students, especially blacks?

33. The Dilemmas of Black Athletes in Predominantly White Institutions.

34. Higher Education's Reaction to Competence Testing in Secondary Education.

35. Performance of Black College Graduates on Standardized Tests: GRE, NTE, MCAT, and Others.

36. Graduate and Professional Programs at Historically Black Colleges and Universities.

37. Job Placement and Advancement of Graduates of Black Colleges.

38. Increasing the Pool of Black Professionals.

39. What Black Colleges Do That Is Unique!

40. A more realistic coordination between the NAACP, the black colleges, and HEW on policies that will permit black colleges to survive and thrive.

41. Can the desegregation of traditionally black institutions be furthered in a way which also retains their historical identity and which enhances them? If so, how and what mechanisms are best?

42. The Need for Traditionally or Historically Black Colleges and Universities.

43. More on enhancing or changing the black college's image.

44. Goals for the Year 2000 for Black Colleges.

45. More open debate about the role of predominantly black institutions.

46. A Higher Education Debate on the Role of Traditionally Black Colleges and Universities.

47. A bolder approach to a critical analysis of the roles governments and courts in developing desegregation policies.

48. Does the immediate and long-range future of predominantly black institutions pose opportunities for them to continue to perform the essential historical mission of providing for the post-secondary education of black youth? What does the possible inability to honor this significant historical mission mean in defining and contrasting the future role and relationship of

traditionally black colleges and universities to that of traditionally white colleges and universities? What will be the long-range impact of current trends upon the success of black students in terms of completing baccalaureate requirements, as well as experiencing professional and graduate school educational opportunities? These, to name a few, are critical questions which were not forcefully addressed in the majority of the conference sessions I attended.

49. Should black college students pay the total desegregation price?

50. Why isn't more emphasis put on giving more financial assistance to historically black colleges and universities, as well as giving them more and not less authority to grant terminal and professional degrees in more fields of study?

51. A discussion and understanding of the true impact of the role of black administrators in predominantly white institutions and their insentivity to the prevailing procedural and conceptual development of this process.

52. Bringing out and understanding the attitudes of predominantly black institutions toward white faculty and white administrators.

53. Issues of Competing Concerns in Desegregating Higher Education.

54. Mapping of Conflicts of Interests Within the Black Community Regarding the Desegregation of Public Higher Education.

VII. News Media Coverage

One measure of the effectiveness of the promotion of the conference was the extent to which it was publicized by the news media. Another measure of the effectiveness of the conference was the extent to which its activities were covered and reported by the news media. The conference was widely and effectively promoted and publicized by the news media throughout the Research Triangle Park area. Actual excerpts of the keynote speakers were featured in reports of local news by television stations--Channel #4 in Chapel Hill, Channel #5 in Raleigh, and Channels #11 and 28 in Durham. In fact, requests for interviews with the keynote speakers by television and radio reporters excelled their availability before and after their presentations. Summary reports of the principal conference speakers were

also featured in the newspapers. Reporters from THE NEWS AND OBSERVER, THE CAROLINA TIMES, and THE CHRONICLE OF HIGHER EDUCATION were among those from daily and weekly newspapers. As one of the out-of-state participants observed, "The conference received the most immediate coverage."

VIII. Summary

The first National Conference on Desegregation in Higher Education, under the auspices of the Institute on Desegregation at North Carolina Central University, was held in Raleigh, North Carolina, July 18-20, 1979. The conference served as a catalyst for bringing together individuals involved in developing and implementing desegregation policies, as well as providing opportunities for them and other attendees to participate in and contribute to general and concurrent discussions of the impact of desegregation in higher education, on students, staff, faculty, individual institutions, statewide systems of education, and society.

A total of 153 participants registered for the conference. Of these, (1) 100 were male and 53 were female; and (2) 61 were from out-of-state and 89 were from in-state agencies, institutions, and organizations.

Conference evaluation forms were mailed to 150 of the 153 registered participants. The number of returned forms surpassed expectation. One hundred eleven, or 74 percent, of the conference participants returned completed and usable forms.

The majority of the respondents represented higher education: (1) 95, or 86 percent, higher education; (2) 72, or 65 percent, public and 14, or 13 percent, private post-secondary education; and (3) 82, or 74 percent, four-year and five, or five percent, two-year institutions. The other 16, or 14 percent, represented private and public national, regional, and state agencies, organizations, attorneys, consultants,

retirees, and interested individuals.

The analysis of background data revealed that the respondents were (1) 42, or 38 percent, from North Carolina; 69, or 62 percent, from 16 other states and the District of Columbia; (2) 74, or 67 percent, male; 37, or 33 percent, female; (3) 63, or 57 percent, black; 47, or 42 percent, white; one, or one percent, Indian; and that (4) 55, or 50 percent, held doctorate degrees; 33, or 30 percent, master's degrees; 12, or 11 percent, bachelor's degrees, and seven, or six percent, law degrees.

The conference was widely promoted and publicized by special Institute on Desegregation announcements, invitations, letters, flyers, brochures, word of mouth, and announcements in newspapers, journals, and newsletters, and by radio and television. Brochures and flyers were mailed to targeted groups and distributed at several national, regional and state annual meetings of professional associations and conferences. Most respondents learned about the conference from more than one source.

Ninety-one, or 82 percent, of the respondents indicated that the conference was publicized far enough in advance, as compared with 42, or 38 percent, who indicated that the conference publicity was "very" effective and 54, or 49 percent, who indicated that it was "somewhat" effective.

While 104, or 94 percent of the 111 responding conferees agreed that the conference dates were satisfactory, 99, or 89 percent, agreed that the length of the conference was satisfactory.

The conference was rated very highly in terms of program content and quality on a five-point scale, ranging from a top rating of "excellent" to a low rating of "very poor," by an overwhelming majority of

the respondents. In fact, more conferees rated the general sessions "excellent" than "good." For example, forty-eight percent rated the seven general sessions "excellent" and 41 percent rated them "good."

On the basis of the percentages of ratings, more respondents rated the 13 concurrent sessions "good" than "excellent." Twenty-two percent rated the concurrent sessions "excellent" and 47 percent rated them "good."

In general, the conference was rated very good. For example, 43, or 39 percent, of the 111 respondents rated the conference "excellent" and 54, or 49 percent, rated it "good."

The respondents made numerous positive and negative comments in evaluating the conference. Forty-eight comments, selected randomly, are included in the section of the report on "Overall Reactions of Respondents to the Conference." While some of these comments were quoted directly, others were edited without changing their substance for clarity and brevity. The comments are self-explanatory and serve to supplement the overall evaluation of the conference program content and quality.

To measure the effectiveness of the conference, the respondents were asked to respond to six questions. From 67 percent to 81 percent of the participants who responded felt (1) that the conference sessions they attended were relevant to their professional needs; (2) that they learned new information that would be useful to them professionally; (3) that they benefitted professionally from attending the conference; (4) that conferences similar to this one would be beneficial to other professionals in their field, and (5) that the conference contributed to a better understanding of the problems, issues, and policies relating to desegregation in higher education, but (6) only 36 percent of the respondents felt that conferences similar to this one would help change attitudes about

desegregation problems, issues, and policies in higher education.

In rating the conference in terms of structure, coordination, and facilities, the majority of the respondents rated these conference features as follows: (1) program design and format, "excellent," 41 percent, and "good," 45 percent; (2) conference registration procedures, "excellent," 40 percent, and "good," 47 percent; (3) conference coordination, "excellent," 50 percent, and "good," 37 percent; (4) conference staff assistance, "excellent," 43 percent, and "good," 48 percent; (5) hotel facilities, "excellent," 45 percent, and "good," 42 percent; and (6) transportation to and from the airport, "excellent," 29 percent, and "good" by 56 percent.

To improve the next conference, in terms of the interests and needs as perceived by the respondents, they were asked to respond to two open-ended questions: (1) "What suggestions would you make to improve the next conference?" (2) "What topics would you suggest for inclusion on the next conference program?" While 48 suggestions were made for improving the next conference, 54 topics, questions, problems, and issues were suggested for inclusion on the next conference program.

The conference was widely and effectively publicized by the news media--daily and weekly newspapers, radio stations, and television stations.